

# Michigan Race to the Top Plan Summary

## Standards and Assessments

### Common Standards

- Michigan's Governor, State Board of Education, the Department of Education (MDE), and Legislature, together with education partners, are committed to the adoption of the Common Core College and Career Readiness Standards (CCRS) and the Common Core K-12 Standards (CCK-12), in English Language Arts (ELA) and mathematics, by summer of 2010. The CCRS and CCK-12, supported by evidence and internationally benchmarked, are currently in development by a consortium of 48 states (including Michigan), four territories, the National Governor's Association (NGA), and the Council of Chief State School Officers (CCSSO). Information on the CCRS can be found at <http://www.corestandards.org/>.
- Michigan will maintain and refine current rigorous content standards in other content areas (e.g., social studies, science) as defined in its Grade Level Content Expectations and the Michigan Merit Curriculum.

### Common Assessments

- Michigan will adopt common summative assessments in ELA and math, aligned with the CCS, to be developed by a large consortium of states with which Michigan has committed to work.
- Michigan also has joined a consortium of states committed to the development of high-quality interim benchmark and formative assessment tools that will supplement the summative assessments. This consortium is still under development.

### Support for Implementation

- The Michigan Department of Education (MDE) will collaborate with partner organizations across the state to design and implement a Responsive Instructional Support System (RISS) to adopt and support the ongoing implementation of the CCS. All local education agencies (LEAs) will receive support via the RISS; however, the manifestation of that support will reflect the district's unique needs. Key collaborative relationships in the RISS include:
  - Collaboration with the statewide P-20 Advisory Council to ensure the alignment and coordination of the CCS to existing high school exit criteria and college entrance requirements. The P-20 Advisory Council will be created by Executive Order and will be comprised of leaders from various MDE departments, state institutions of higher learning, ISDs, LEAs, and various other stakeholders (for example, MASA, MEA, AFT Michigan, MASB) to represent the spectrum of needs and experiences of students on the pathway from K-12 to college and beyond.
  - Collaboration with intermediate school districts (ISDs) and regional networks of ISDs to disseminate and implement high-quality instructional materials, assessments and high-quality professional development.



- Coordination with the Math and Science Center Network and the Michigan Virtual University to assist teachers in high-needs LEAs to integrate science, technology, engineering and math (STEM) content across disciplines.
  - Coordination with Michigan's Regional Literacy Training Centers to develop, disseminate and implement instructional materials, assessments and professional development.
  - Consultation with the Offices of Early Childhood Education and Family Services (ECEFS), Career and Technical Education (CTE), ISDs and other organizations to enrich the quality of resources available to all students from birth to postsecondary education.
- These partnerships will facilitate the state's transition from the Michigan grade-level and high school content expectations to the CCS. Michigan will also ensure standards are adopted, aligned and implemented with high-quality instruction through five initiatives:
    1. Rollout of the CCS and supporting components across the state.
    2. Alignment of the CCS with college entrance requirements and high school exit standards.
    3. Development of a statewide implementation framework for LEAs based on the CCS.
    4. Development and dissemination of high-quality instructional materials and assessments to support the implementation of the CCS with specific emphasis on:
      - a. Addressing the academic strengths and needs of high-need students and schools in order to eliminate achievement gaps.
      - b. A balanced assessment system that informs instruction, including formative, interim benchmark and summative assessments.
      - c. Application of research-based instructional best practices.
      - d. Application of instructional units and audits
    5. Development and delivery of high-quality professional development to support the transition to the CCS.

#### Professional Development

- MDE will work with key stakeholders, including teachers and administrators, to build a system of professional development (PD) under the umbrella of the RISS. The system will reflect research on change management for the purpose of deliberately designing PD to move participants from simple awareness of best practices and promising strategies to the application of the corresponding new skills – in other words, the system will focus purposefully on structuring professional development to produce changes in educator behavior that will positively impact student outcomes (e.g., Instructional Consultation Teams, the Concerns-Based Adoption Model, and Human Performance Improvement).
- The intent of creating this system and coordinating existing professional development offerings within it is to strengthen the support provided to Michigan educators. This will be done by:



- Reducing redundancies and inefficiencies that occur when multiple providers work at cross-purposes – or simultaneously (but independently) on the same purpose.
  - Increasing the quality of all offerings by bringing them into alignment with National Staff Development Council (NSDC) Standards for Staff Development.
  - Providing educators with a greater role in the definition and creation of professional development offerings tailored to their needs
- By December 2010, MDE and its partners will integrate the State Professional Learning Strategic Plan with the RISS as a guiding document for the development of the system of professional development and updated to reflect the state's new priorities as defined by the four assurance areas. The system, of which the main focus is the universal implementation of rigorous and internationally-benchmarked standards (CCRS and CCK-12), will specifically address:
    - Using data to improve instruction
    - The implementation of research-based best instructional practice
    - Individualization of support to improve teacher and leader effectiveness
    - The provision of intensive and focused support to turn around the lowest-achieving schools
  - MDE will partner with the state's Math/Science Center Network (MSCN) and the Michigan Virtual University to improve the teaching and learning of mathematics in high-needs schools across the state. The focus of the PD will be to improve the teaching of mathematics in these high-needs districts and to develop mathematics instructional specialists in each building. The regional expertise of the M/S Centers will be utilized to develop and make available a statewide PD program that can be utilized by struggling elementary, middle, and high schools. This program will provide teachers with a conceptual understanding of mathematics and its application to science, technology, engineering and mathematics (STEM) content. Funds will be distributed to centers by March 2011.
  - MDE will support ISDs and LEAs in the development of professional learning communities focused on the core reform areas and identified regional needs and resources. Michigan plans to compete for all ARRA funding sources to supplement and support the four core reform initiatives.
  - For individual teachers, MDE is piloting the Individual Professional Development Plan (IPDP) this school year (2009-2010) to assist educators in strategically planning their own PD based on needs for instructional improvement and/or development. The IPDP will be implemented statewide in 2010-2011 and expanded to include an IPDP for school and district leaders. As part of the RISS, support will also be provided to schools and districts to match their data-identified PD needs (using student achievement data and teacher/leader effectiveness data) to existing programs across the state. Noting that although every Michigan educator is expected to have an IPDP in place in 2010-2011, the specific PD that any one educator identifies and participates in through the IPDP process is not mandated.



### Project ReImagine

- Project ReImagine demonstration districts will implement innovative approaches to curriculum, instruction, and assessment in both math and ELA, as well as other Michigan Merit requirements, such as world languages. They will reimagine their systems to move from seat time to proficiency, implement flexible stages of student progression and individual learning plans, strengthen early childhood efforts and community collaboration, and align their systems into a P-20 continuum.

## **Data Systems**

### Data Elements

- Michigan's Center for Educational Performance and Information (CEPI), which is responsible for collecting and housing education data in Michigan, will build upon the work begun with the implementation of two Statewide Longitudinal Data Systems (SLDS) grants to bring the current SLDS into compliance with the 12 elements prescribed by the America COMPETES Act:
  1. A unique statewide student identifier that does not permit a student to be individually identified by users of the system
  2. Student-level enrollment, demographic, and program participation information
  3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs
  4. The capacity to communicate with higher education data systems
  5. A state audit system assessing data quality, validity and reliability
  6. Yearly test records of individual students on state summative test administered in grades 3 – 8 and grade 11
  7. Information on students not tested, by grade and subject
  8. A teacher identifier system with the ability to match teachers to students
  9. Student-level transcript information, including information on courses completed and grades earned
  10. Student-level college readiness test scores
  11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework
  12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education
- The P-20 Advisory Council (described above) will be responsible for making policy recommendations to CEPI for full implementation of the SLDS.



### Data Portal

- MDE will collaborate with CEPI to build a data portal through the expansion of the Data for Student Success (D4SS) system, adding new data sets and providing access to data and reports for key stakeholder groups under a secure role-regulated system.
- The D4SS collaborative project serves as the prototype for building Michigan's web-based education data portal that will provide information to school leaders, teachers, researchers, and the public. Authorized local school personnel use dynamic inquiries against secured core-data sets of state student demographic, program participation, and assessment results at the district and grade level, by subgroup, and ultimately to the individual student to inform instructional practice.
- New information to be added to the secured portion of the education portal will include data sets that link teachers to student information, allowing local districts to assess individual teacher impact on student performance and use student growth factors in teacher and principal evaluation systems. Likewise, data on students not tested on annual accountability tests will be added. This will include new information from schools in the state explaining reasons why students did not test.

### Regional Data Initiatives

- The Regional Data Initiatives will support the creation and sharing of common assessments across districts using a common data warehousing tool. They will facilitate the use of student growth data in the evaluation of teacher/leader effectiveness. Using local assessment data, in addition to state data, will assist schools in determining effectiveness.
- MDE and CEPI will continue to collaborate with and support the regional data initiatives to improve local capacity to meet district research and data needs to inform instruction. This includes providing professional development to district and school-level educators. Where possible, these local initiatives can be leveraged across the state to gain a broader understanding on issues relevant and useful at the local level.

### Research Collaborative

- Michigan will establish a state-level research collaborative to assemble researchers from across the state and the Midwest region to collaborate on and contribute to the development of a research agenda targeting needs recommended by the P-20 Advisory Council to the State Superintendent. This arrangement will allow MDE to organize broad research capacity to address state education policy questions in a more coherent fashion. The research collaborative will be started with seed funding from the SLDS grant (if the state receives funding from this grant) and will be expanded with Race to the Top (RTTT) funding.

### Project ReImagine

- Project ReImagine districts are building capacity for teachers, administrators, and parents to use and understand data. They are reimagining their systems to be data-driven to inform instruction, professional development needs, and staff evaluations and compensation systems. In particular, many of these districts will lead the way in working with the educators in their communities to ensure that the most effective teachers are available to work with the most at-risk students.



## Effective Teachers and Leaders

### Alternative Certification

- Michigan law allows the Superintendent of Public Instruction to approve alternative routes to teacher certification. State law also requires administrators to be certificated and authorizes alternate certification routes for administrators. Per this law, administrators are defined as all local and intermediate school district superintendents, school principals, assistant principals, and other administrators whose primary responsibility is administering instructional programs.
- Michigan will track the extent to which the alternative routes to teacher and leader certification help to diversify the educator workforce by bringing more men and minorities into the profession.

### Teacher and Administrator Evaluation

- State law (MCL 380.1249) recently passed by the Michigan legislature, sets forth specific requirements related to establishing a performance evaluation system for teachers and principals. The requirements of the law include that the board of a school district or intermediate school district, or board of directors of a public school academy, adopt and implement a rigorous, transparent, and fair performance evaluation system that:
  - Establishes clear approaches to measuring student growth.
  - Evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account data on student growth as a significant factor. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria.
- The MDE will work collaboratively with teacher unions, administrator and school board associations, and higher education stakeholders to design and implement a teacher and administrator evaluation system to be adopted at the local level. This evaluation system will include measures of teacher and administrator performance, with student growth as a significant factor.
- Districts and their local bargaining units will devise an evaluation plan with an appropriate balance of student growth and other criteria. These plans will be submitted to the department as part of a district's scope of work plan. If the Department rejects the plan as submitted, it may offer recommendations for improvement.

### *Calculating Student Growth*

- The MDE Office of Educational Assessment and Accountability (OEAA) will develop specifications for participating districts for measurement of student growth using state and local assessments. These assessments may include the existing Michigan assessments, assessments developed by a national consortium of states Michigan has joined, and/or assessments developed regionally (e.g. by consortia of ISDs) or locally.



### *Ensuring Fairness and Rigor*

The following design specifications will be built into the requirements for participating districts for assessing educator effectiveness to ensure they are both fair and rigorous:

- *Controlling for student mobility and subject fidelity.* The effectiveness measures will include data only from students who were in school/classroom during the period covered by the measures, and will include data only from subjects on which the educator/school instructed those students.
- *Taking school effectiveness into account for teacher effectiveness measures.* Any teacher whose individual effectiveness exceeds the average effectiveness of his or her peers in the school in which s/he teaches will receive a to-be-developed increase in his/her effectiveness rating.
- *Minimize the impact of error on educator effectiveness measures.* The state will recommend the following guidelines to LEAs regarding the high-stakes use of effectiveness measures:
  - Effectiveness measures should be used formatively for the first three years.
  - Educators should receive formative feedback and intervention (if indicated) based on initial effectiveness measures, utilizing systems in place such as the individual professional development plan (IPDP).
  - High-stakes decisions, such as dismissal, promotion, or granting of tenure, should be based on stable effectiveness ratings over multiple years. Formative feedback (and intervention, as required) shall be provided throughout the period under consideration, and prior to the implementation of any high-stakes decision.
- *Make effectiveness measures understandable.* Many value-added models result in effectiveness measures that are calculated from “black box” statistical models that only the most astute statisticians can understand, and which are reported on metrics that are very difficult to understand. Because of the high-stakes nature of the use of the effectiveness measures, they will be fully transparent and as simple as possible while maintaining validity. This assures that the maximum number of people can validate and replicate the resulting measures from existing data, including, if possible, the teachers and principals who will be evaluated based in part on those measures. The model described below achieves this goal.
- *Avoid institutionalizing acceptance of current achievement gaps.* To assure that including “one year of growth for one year of instruction” does not institutionalize achievement gaps, the effectiveness measures will heavily weight significant improvement in achievement of those students who are not proficient.
- *Setting rigorous and attainable effectiveness thresholds.* Thresholds will be set for participating LEAs and recommended as best-practice to all other LEAs. These thresholds will be based on moving students toward or beyond proficiency (a rigorous, criterion referenced goal) and will be informed by the proportion of schools and teachers achieving the thresholds upon implementation of the system.



### *Designing the Effectiveness Measures*

For annual summative assessments, a credit-based value-added model will be used to develop measures of teacher effectiveness. The credit-based effectiveness measure will be validated and enhanced based on results and research/analysis.

Because the achievement and growth results of assessment will be used for high-stakes purposes, evaluation results will be used formatively for the first three years in order to allow for feedback from teachers, principals and other education stakeholders. During this time these results will still be used to provide appropriate support through mentoring, coaching and professional development to increase teacher effectiveness and student achievement. During the fourth year, LEAs will begin to use the results of the evaluation system in promotion, hiring, compensation, retention or termination decisions. This assures that the effectiveness measure is stable over time and provides the best information.

### *Factors*

In addition to student growth, MDE will support districts in evaluating teacher performance through:

- Classroom observations
- Portfolio assessments
- Student work samples
- Other evaluation measures determined by the district
- Provision of resources and models for consideration

As the National Board for Professional Teacher Standards rolls out its Accomplished Principal Standards and Evaluation, Michigan will use those standards as the basis for a fair, multi-faceted, rigorous evaluation system for principals. MDE will work with professional associations to determine how those standards will be used in the state.

Michigan will use the Interstate School Leaders Licensure Consortium Standards (ISLLCS) as the basis for the evaluation of central office administrators. MDE will work with professional associations to determine how those standards will be used in the state.

### Use of Evaluation Data

- LEAs will use the evaluations at a minimum to inform decisions on all the following:
  - Professional development that will improve a teacher or leader's effectiveness and student achievement
  - Compensation, promotion, and retention of those teachers and administrators demonstrating effectiveness
  - Granting of tenure and full certification
  - Removal of ineffective teachers or leaders after they have been given ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.



### Three-tier Certification and Licensure System

- In order to provide greater support, recognition, and professional opportunities for Michigan teachers, MDE has embarked on the development of a three-tier teacher certification and licensure system. A work group has been working with MDE staff since the summer of 2009 to develop a system where:
  - Teacher and leader certification and advancement will be informed by evaluation results.
  - Career ladders will be offered for teachers, providing increasing levels of responsibility, opportunity and leadership within the teaching profession.
- When the system is ready for implementation, new teachers entering the profession will be certified under this system. Teachers already certified at the time of implementation will be “grandpersoned” in with their current certification, while given the option to seek higher levels of licensure if they wish to do so.
- The preliminary design of the three-tier licensure system provides an initial license for the first four years of a teacher’s career, during which time s/he will receive induction support, including mentoring. To be eligible for advancement to tier two, teachers would need to meet basic performance standards, including positive evaluation results and completion of the IPDP. These standards are being developed by the MDE and stakeholder group. Teachers choosing to move to tier three must demonstrate high levels of effectiveness and demonstrate leadership within the school. Becoming a Nationally Board Certified Teacher is one way a teacher can become qualified to move to tier three. The three-tier licensure system will be implemented during the 2011-2012 school year.
- Once the 3-tier licensure system is implemented, districts will be encouraged during their collective bargaining negotiations to realign their compensation schedules with the three-tier licensure system in order to provide extra compensation to teachers who take on extra responsibilities, such as being a mentor or teacher leader.
- Currently the three-tier licensure system as described above applies to teachers only. Once this system is in place, MDE will begin to identify the necessary stakeholders to design a similar system for administrators.
- The MDE will work with its administrator associations to review the current process for renewal of principal and central office administrator certification to recognize the importance of the performance evaluations.

### Equitable Distribution of Teachers and Leaders

- Using data on teacher and administrator effectiveness, MDE will work to ensure that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals.

### Evaluation of Teacher and Leader Preparation Programs

- MDE is updating its teacher certification database to include a personal identification code that will be used to link the teacher to his/her students’ unique identification code and



ultimately back to the teacher preparation institution. The MDE will coordinate with the Center for Educational Performance and Information (CEPI) to connect student growth to teachers and administrators to measure effectiveness and connect those results to the preparation programs.

#### Teacher and Leader Professional Development

- Professional development for all teachers and principals will be data-driven and individualized through the coordination of the evaluation system and data systems and the implementation of Individual Professional Development Plans (IPDP).
- Requirements for State Board Continuing Education Units (SB-CEUs) will be revised to require professional development that moves beyond workshop and course credits to sustained, job-embedded and collaborative activities such as engagement in professional learning communities, coaching and common planning time.

#### Project ReImagine

- Project ReImagine districts are institutionalizing professional learning communities, scaling up response to intervention, focusing on assessment literacy for teachers and leaders, implementing peer review and differentiated compensation systems, and reassessing staff assignment procedures.

### **Support for Struggling Schools and Districts**

#### Identifying schools eligible for intervention

- Beginning in 2010, the Superintendent of Public Instruction (SPI) will publish a list identifying schools determined to be among the lowest achieving 5% of all public schools as defined for the purposes of the Race to the Top (RTTT) grant.
  - Michigan has chosen to concentrate efforts on those schools that truly are the lowest performing in the state. To that end, the performance of all schools in reading and math will be ranked, using a growth measure to show which of those schools are not making progress over three years (high school) or two years (elementary/middle school) and then identify the lowest 5% of all elementary or middle and the lowest 5% of high schools. The next step in the identification process will be to identify which schools, among the lowest 5%, are receiving Title I funds AND are identified for improvement, corrective action, or restructuring, OR are secondary schools eligible for but not receiving Title I funds, and are identified for improvement, corrective action, or restructuring. Although they may not necessarily be among the lowest performing high schools, additional high schools will be included on the list if they have had a graduation rate of 60% or less for three consecutive years.
- MDE's district-level support work for the 2010-11 school year will focus on the Detroit Public Schools and 10 other districts with high numbers of schools on the lowest achieving list as described above.



### Intervention Process

- All schools identified for intervention utilizing the process outlined above will be required to implement one of the four RTTT intervention models (turnaround, restart, closure or transformation).
- MDE will issue an RFP and generate a list of approved external partners (which may include ISDs) to work with schools implementing all models other than closure. These partners will be available to work with all schools in the bottom 5%.
- LEAs with identified Title I and Title I eligible schools are eligible to submit a turnaround grant application (using Title I School Improvement Fund monies). The application will specify the model, vendor, and plan.
- LEAs with identified non-Title I eligible schools are eligible to submit a turnaround grant application (using RTTT funds). The application will specify the model, partner, and plan.
- Each year as the calculations for proficiency and student progress are calculated, any new schools that are identified will be invited to apply for a School Improvement Grant.

### Role of the State School Reform/Redesign Officer

- Michigan state law requires the SPI to appoint a State School Reform/Redesign Officer (SSRRO), who will have supervisory authority over the lowest performing schools (those identified utilizing the process outlined above). The SSRRO will report directly to the SPI and will coordinate with offices within MDE to ensure smooth implementation and complete monitoring and reporting on turnaround schools.
- School districts with the lowest-achieving schools will have 90 days from school identification to submit a plan to the SSRRO, who then approves, disapproves, or requests amendments to the plan.
- Identified schools in districts that decline to submit a school turnaround application (as described above), or whose plan is not approved by the SSRRO, will be placed into a State Reform District, and SSRRO selection of the intervention for those schools. (Where this procedure is implemented, districts will have the opportunity to appeal the SSRRO's actions.)

### Additional supports

- For the lowest achieving schools, a facilitated improvement planning process will be used with an external facilitator to help the district and the school(s) examine the needs assessment, examine student data, and develop a three-year plan with measurable improvement goals. External facilitators will be drawn from the state's cadre of school improvement facilitators and leadership coaches or provided by the turnaround partners selected by the LEA. Given the urgency of turning around these schools, initial needs assessments are planned to begin in the late spring/summer of 2010 – as soon as SIG and



RTTT funds are available, so that critical turnaround activities can commence in the fall of 2010.

- Michigan is committed to developing a pipeline of qualified principals and supporting new principals in turnaround efforts. In addition to the current Principals' Fellowship, MDE will also issue an RFP for the development of a Turnaround Academy to provide focused training for principals responsible for managing the turnaround process.
- A formal professional learning network will be developed for the schools utilizing each of the turnaround options to help school leaders share promising practices, and to provide feedback to MDE about the turnaround process. MDE will work with education partners to ensure that training is also available to all school employees, including school superintendents and school boards.
- Project ReImagine districts with schools in the lowest performing 5% will develop teacher leaders; restructure their high schools to strengthen rigor, relationships, and relevance; hold teachers, principals, and superintendents accountable for reducing achievement gaps; forge community partnerships to support student learning; significantly expand the use of technology, including virtual learning.

#### Implications for MDE

- Through the Race to the Top and Federal School Improvement Grant funding, Michigan will be able to implement a much more intensive support model for struggling schools. Turning around struggling schools will become a routine process for MDE, in partnership with ISD's and outside vendors. The MDE Office of Education Improvement and Innovation (OEII) will be accountable for managing and monitoring the turnaround performance across the state.
- New responsibilities for MDE include:
  - Monitoring vendor/outside partner selection and performance
  - More closely monitoring turnaround school efforts
  - Working collaboratively with districts, schools, and vendors to ensure schools are on sustainable paths for improvement.